

Series II. Tone contrasts on two-mora vowels.

Most of the drills in this series are based on one or two pairs of minimally different phrases. Drills of this kind are summarized in the book, but in actual use they must be expanded by the instructor. Drill 2 is used as an example of the way in which this may be done:

The first goal is to teach the student to hear the tonal difference that is the topic of the drill.

Instructor:	ìlǔ`mī. ìlū`mī.
Student:	Different.
Instructor:	Different.
	ìlū`mī. ìlū`mī.
Student:	Same.
Instructor:	Same.
	ìlū`mī. ìlǔ`mī.
Student:	Different.
Instructor:	Different.
	ìlǔ`mī. ìlǔ`mī.
Student:	Same.
Instructor:	Same.
	ìlū`mī. ìlū`mī.
Student:	Same.
Instructor:	Same.
	ìlū`mī. ìlū`mī.
Student:	Different. (making an error)
Instructor:	Same.

ilŭ`mī. ilū`mī.

Student: Different.

The drill may be continued in this way until the student has demonstrated that it is easy for him, but no longer than two or three minutes at a time.

If, at the end of three minutes, the student is still having serious difficulty, the following technique may be helpful:

The student's right hand is used as a signal for one of the phrases, and his left hand for the other phrase. He signals in this way which item he wants to hear, and the instructor pronounces it for him. As soon as he thinks he can hear the difference, revert to the SAME-DIFFERENT drill described above.

After the student has learned to detect the presence or absence of the difference between the two items, the next step is to learn to identify which is which:

Instructor: ilŭ`mī.

Student: City.

Instructor: City.

ilū`mī

Student: Awl.

Instructor: Awl.

ilū`mī.

Student: City. (making an error)

Instructor: Awl.

ilŭ`mī.

Student: City.

Instructor: City.

It is possible to use the names of the tones involved, instead of the English words city and awl, if the instructor is already accustomed to the labelling of tones in his language.

After the student has learned to identify the two contrasting phrases, the next step is mimicry:

Instructor: ìlū`mī.
 Student: ìlū`mī.
 Instructor: Right.
 ìlŭ`mī.
 Student: ìlū`mī (making an error)
 Instructor: No.
 ìlŭ`mī.
 Student: ìlŭ`mī.
 Instructor: Right.

The drill may be continued until the student has demonstrated that it is easy for him, but not for longer than two or three minutes at a time. If, at the end of three minutes, the student is still having serious difficulty, it may be well to revert to the identification drill, or to change to some entirely different activity before coming back to mimicry.

After the student has learned to mimic accurately the pronunciation of the two phrases, the next step is production of the contrasting items without having heard them immediately beforehand. This may be done through having him read them aloud, or through use of any other kind of stimulus that does not require the instructor to say aloud the same phrase that the student is supposed to produce.

It should be noted that the series of activities outlined above emphasizes hearing before speaking, and speaking (mimicry) before reading. It should be noted also that the instructor and student have no need to talk with one another in English-or in Yoruba-while the drills are in progress. Finally, it should be

noted that the total amount of time required for this series of activities will vary greatly according to the difficulty of the tonal contrast which it is designed to teach. With an extremely easy contrast, the entire process may be completed in two minutes; with some of the more subtle differences, repeated practice for short periods spread over several days may prove to be necessary.

1. Low-RISE LOW-Mid vs. Low-LOW LOW-Mid.

(Gross distinction between two-mora vowels.)

Responses: (1) SAME/DIFFERENT.
 (2) RISE-LOW/LOW-LOW.

ilǔ`mī	'my city'	ilù`mī	'my drum'
ilǔ`rē	'your city'	ilù`rē	'your drum'

As Ward points out (par. 85), the rise before a second mora with mid or low tone is almost inaudible, and sometimes completely so. Even when it is not pronounced with phonetic rise, however, the first part of the two-mora vowel of ilǔ`mī is still different from simple high tone in that it is a bit lower in pitch (cf. Ward par.89). On purely phonetic grounds, it might be identified with either H or R, since there is no contrast; it is here assigned to R. on morphophonemic grounds.

2. Low-HIGH LOW-Mid vs. Low-MID LOW-Mid.

(Finer distinction between two-mora vowels.)

Responses: (1) SAME/DIFFERENT.
 (2) RISE-LOW/MID-LOW.

ilǔ`mī	'my city'	ilū`mī	'my awl'
ilǔ`rē	'your city'	ilū`rē	'your awl'